

**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
March 18, 2021**

Pursuant to Chapter 1283 of the 2020 Acts of Assembly, the Virginia Board of Education convened in a virtual meeting on Thursday, March 18, 2021 at 10 a.m.

The meeting was open to the public for listening and viewing and livestreamed on the VDOE YouTube channel at

<https://www.youtube.com/channel/UCrbx19wHScrWKWIEoUWNIfQ/videos>. Oral public comment was not accepted; however, written public comment was accepted on the Board's email account at BOE@doe.virginia.gov and posted on the Board's website at <https://www.doe.virginia.gov/boe/meetings/2021/03-mar/agenda-031821.shtml>. Mr. Gecker called the meeting to order at 10:02 a.m.

Board Roll Call:

Mr. Daniel Gecker, President
Dr. Jamelle Wilson, Vice President
Ms. Pamela Davis-Vaught
Dr. Francisco Durán
Ms. Anne Holton
Dr. Tammy Mann
Dr. Keisha Pexton
Dr. Stewart Roberson
Mr. Anthony Swann

APPROVAL OF MINUTES

Ms. Davis-Vaught made a motion to approve the meeting minutes of January 27-28, 2021. The motion was seconded by Dr. Durán and carried unanimously by Board roll call vote.

Mr. Daniel Gecker - aye
Ms. Pamela Davis-Vaught - aye
Dr. Francisco Durán - aye
Ms. Anne Holton - aye
Dr. Tammy Mann - aye
Dr. Jamelle Wilson - aye
Dr. Keisha Pexton - aye
Dr. Roberson - aye
Mr. Swann - aye

Mr. Gecker welcomed the Board members, staff and the public to the Board of Education virtual meeting. He stated that the meeting is open to the public via livestream on the department's

webpage and YouTube channel. Oral public comment would not be accepted due to the limitations of the platform, however written comments as of 5 p.m. on Tuesday were accepted and posted on the meeting webpage for public viewing.

Introduction of New Members to the Board of Education

Mr. Gecker introduced Dr. Stewart Roberson and Mr. Anthony Swann to the Virginia Board of Education. Dr. Roberson and Mr. Swann took this time to introduce themselves and provide a summary of their experience in education.

President Gecker announced that Item I under the Action/Discussion section of the agenda would be deferred to the April agenda. No Board members objected to this deferral.

CONSENT AGENDA

A. Final Review to Certify a List of Qualified Persons for the Office of Division Superintendent of Schools

B. Final Review of Recommended Cut Scores for Substitute Tests for Verified Credit in Reading and Writing

C. Final Review of the Advisory Board on Teacher Education and Licensure's Recommendation for a Passing Score for the Praxis® Middle School Science (5442) Test for the Middle Education 6-8 Science Endorsement

D. Final Review of Revised Guidelines for Policies on Concussions in Students

E. Final Review of Child Abuse and Neglect Recognition and Intervention Training Curriculum Guidelines

F. Final Review of Proposed Revisions to the World Language Standards of Learning

Dr. Durán made a motion to approve the consent agenda as presented. The motion was seconded by Dr. Mann and carried unanimously by Board roll call vote.

Board Roll Call:

Mr. Daniel Gecker - aye
Ms. Pamela Davis-Vaught - aye
Dr. Francisco Durán - aye
Ms. Anne Holton - aye
Dr. Tammy Mann - aye
Dr. Keisha Pexton - aye
Dr. Jamelle Wilson - aye
Dr. Roberson - aye
Mr. Swann - aye

ACTION/DISCUSSION ITEMS

G. Final Review of Revised Foundation Blocks for Learning

Ms. Jenna Conway, chief school readiness officer, presented this item to the Board on final review.

Ms. Conway thanked Dr. Mann for working closely with the office of early childhood on addressing her concerns and making revisions. She provided an update to the early learning standards, focusing on the introduction.

The Board's first review of the proposed revisions to the Foundation Blocks for Learning occurred on November 19, 2020, with a second review occurring on January 28, 2021.

In response to feedback offered by the Board following second review, changes were made in the introduction of the standards document and include: the reordering of presented content; modified/added language emphasizing the equivalent value of early childhood care to education and the nuances of infant and toddler development and use of a more inclusive definition of early childhood providers (noted examples include parents/families, caregivers, and educators). The later descriptive changes for provider groups, specifically caregiver and educator terminology, were also applied throughout the remainder of the standards document.

Ms. Conway also shared a future partnership with a public institution to develop a micro credentials based on the standards.

The Superintendent of Public Instruction recommended the Board of Education approve the proposed revisions to the Foundation Blocks for Learning.

Dr. Mann expressed her appreciation to Ms. Conway and her team for engaging around the content. She shared that she is very enthusiastic about the work that is to come and ensuring that diversity across the sector of early childhood education is not lost.

Dr. Durán shared his appreciation to Ms. Conway and her team. He stated that the foundation of learning at the early years is so critical to the success of children moving forward and having a unified set of standards ensuring consistency around the Commonwealth is important. The next step in this process is professional development to ensure the standards are being implemented properly.

Dr. Mann made a motion to approve the proposed revisions to the Foundation Blocks for Learning. The motion was seconded by Dr. Wilson and carried unanimously by Board roll call vote.

Board Roll Call:

Mr. Daniel Gecker - aye
Ms. Pamela Davis-Vaught - aye
Dr. Francisco Durán - aye
Ms. Anne Holton - aye
Dr. Tammy Mann - aye
Dr. Keisha Pexton - aye

Dr. Jamelle Wilson - aye

Dr. Roberson - aye

Mr. Swann - aye

H. Final Review of Proposed Revisions to the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teacher

Patty Pitts, assistant superintendent for teacher education and licensure, presented this item to the Board for first review.

Mrs. Pitts thanked the work group for working on this initiative. She also thanked Dr. James Stronge and Ms. Ginny Tonneson for their work.

Mrs. Pitts provided a recap of the revisions to the document that was presented to the Board on January 28, 2021, which were highlighted in yellow, and revisions since first review were highlighted in blue. Since the January presentation to the Board, the VDOE, including the Office of Equity and Community Engagement, made revisions in the text of indicators for Standard 6- Culturally Responsive Teaching and Equitable Practices, including language to articulate that this standard is inclusive of gender, race, ethnicity, English-language Learners, and students with disabilities.

Mrs. Pitts presented the three phases of performance standards and evaluation criteria for teachers.

- Phase 1 was completed and approved by the Board of Education in Fall 2019, and the revised *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* became effective in January 2020. These revisions solely addressed the weighting of the performance standards for the evaluation of teachers.
- Phase 2 is currently underway and is intended as a bridge between the current and future teacher performance evaluation systems. The major revisions to the Guidelines in Phase 2 is the creation of a new performance standard, Culturally Responsive Teaching and Equitable Practices.
- Phase 3 will begin in April 2021 and will include a comprehensive revision of the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, including the development of a model evaluation system.

In response to the Board's request in January, additional language was added to the forward to highlight each of these phases. Language was also added to encourage local school divisions to use multiple data sources in the evaluation system including teacher artifacts, teacher survey evaluations, student achievement and goal setting. Minor edits and technical revisions recommended by the workgroup were incorporated in the Guidelines.

Dr. Stronge provided an overview of the revisions of the new performance indicators since the January Board meeting as follows:

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices

ORIGINAL: The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in inclusive learning environments and student engagement practices.

- 6.1 ORIGINAL: Builds classroom community and respect for student diversity by facilitating an appreciation for cultural differences, ideas, experiences, learning needs, and traditions of all students.
- REVISED: (6.2) Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English-Language Learners, and students with disabilities.
- 6.2 ORIGINAL: Builds meaningful relationships with all students through personal connections, culturally responsive teaching practices, and flexibility.
- REVISED:(6.3) Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.
- 6.3 ORIGINAL: Connects classroom curriculum and instruction to cultural examples, experiences, backgrounds, and traditions of a diverse student population.
- REVISED: (6.4) Utilizes inclusive curriculum and instructional resources that represent and validate diversity from all rings of culture that include generational, gender, religion, class, nationality, race, ethnicity, native language, ability, and sexuality by connecting classroom curriculum and instruction to the cultural examples, experiences, backgrounds, and traditions of all learners.
- 6.4 ORIGINAL: Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural sensitivity and the needs of culturally diverse students.
- REVISED: (6.5) Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English-Language Learners, and students with disabilities.
- 6.5 ORIGINAL: Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of individuals within gap groups.
- REVISED: (6.1) Disaggregates assessment, engagement, behavioral, and attendance data by student groups and identifies and applies differentiated strategies to address growth and learning needs of all students with specific attention to students within gap groups.
- 6.6 ORIGINAL: Uses communication strategies with a heightened awareness of and sensitivity to students and members of a diverse learning community.
- REVISED: Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English-Language Learners, and students with disabilities).
- 6.7 ORIGINAL: Teaches skills to help students interact with different groups in a way that reduces bias, fear, anxiety, and discrimination.
- REVISED: Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability, and/or socio economic status) that perpetuate fear and anxiety of difference.

Dr. Stronge presented the next steps which summarizes completing Phase 2, including approving of the standards, creating a new teacher evaluation handbook, creating training materials, delivering training sessions in the summer and additional rollout as directed by VDOE.

The Superintendent of Public Instruction recommended that the Board approve the proposed revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* and allow the Department of Education to make technical edits to the document.

Dr. Durán thanked everyone for working with him on revisions to the *Guidelines*. He asked for clarification on the rubric, sharing that the focus on culturally responsiveness and teaching equitable practice should result in improved academic achievement for students. He also thanked staff and Board members for changing Standards 6.5 and making it 6.1. Dr. Durán continued that he believes this tool will help school divisions, principals and teachers get to where they need to be to make academic changes and needs for students.

Ms. Holton echoed Dr. Durán's thanks to staff and all involved in revisions to the *Guidelines* and looks forward to the trainings. She is grateful for the new language that was added to the forward but shared concerns about the new language added regarding multiple data sources and professional development. She pointed to the findings on "student surveys are the best predictor" in which a footnote did not exist to back up the findings. She asked why this language was added and if it could be removed. Dr. Lane responded that he is comfortable striking that language but it was added at the Board's direction following the discussion at the January meeting. Mr. Gecker responded that the current draft of the forward includes a number of additions based off the January meeting discussion but not necessarily at the direction of the Board. Dr. Lane agreed.

Dr. Wilson stated that she raised the question at the January meeting about what Phase 3 would look like regarding professional development and multiple data sources but the current draft goes a bit further than anticipated. She was hoping for more of a "teaser" to be added about Phase 3.

Ms. Holton suggested deleting the new sections on these two topics but adding a sentence at the end of Phase 3 that states "the new system is expected to build on the importance of using multiple data sources in evaluation and integrating professional development through feedback and coaching." Mrs. Pitts responded that that she would make these changes.

Mr. Swann shared his concern about how teachers and evaluators would be trained on this new standard to support veteran teacher who do not accept the culturally responsive module so that they are not pushed to retire early. Dr. Mann continued that she was very supportive of the new standard language. She shared that evaluating educators again this standard is going to be incredibly important because the new standards go beyond an intellectual experience. Dr. Lane stated that school divisions would have time to put the practices in place for this new standard. It will drive local divisions to create experience and training around this standard and put work groups together in the community to have a holistic discussion on this topic. VDOE will also provide training and support for divisions.

Dr. Duran stated that some educators will be moved by looking at the data and it's important to support them on ways to improve by being very intentional.

Ms. Davis-Vaught shared that she has a lot of faith in this work and VDOE. It will be important to connect the administrative evaluation guidelines with what's in the teacher evaluation guidelines.

Dr. Wilson thanked Ms. Walker for all her efforts on these revisions. She also pointed out technical edits on modifying the standards and suggested the language should read that they should not be modified. Mrs. Pitts agreed with this change.

Mr. Gecker asked for clarification on the *Virginia Standards for the Professional Practice of Teachers* and asked if there was a plan to revise that document in light of these revisions to the *Guidelines*. Mrs. Pitts shared that the *Virginia Standards for the Professional Practice of Teachers* is a companion document or resources for local divisions to implement the *Guidelines*, however it is not widely used. The plan moving forward is to adding information to the Handbook, which is widely used, following Board approval of the *Guidelines*. Mr. Gecker expressed reservations for the timing of each of these documents and how each plays into professional development for teachers.

Ms. Holton made a motion to approve the proposed revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* with the following amendments:

- Technical edits changing to “should” on page 8
- Indicator 2.8
- Page 24, third bullet; “or” change to “and”; consistent throughout the document
- In the forward, delete the section “multiple data sources” and professional development through feedback and coaching. In lieu, add language at the end of Phase 3 “Phase 3 is expected to build on the importance of using multiple data sources and integrating professional development through feedback and coaching into the teacher evaluation system.
- Page 8, performance standards, change “should” to “may”
- Standard 2.8, change to “and/or”

The motion was seconded by Dr. Roberson and carried unanimously by Board roll call vote.

Board Roll Call:

Mr. Daniel Gecker - aye
Ms. Pamela Davis-Vaught - aye
Dr. Francisco Durán - aye
Ms. Anne Holton - aye
Dr. Tammy Mann - aye
Dr. Keisha Pexton - aye
Dr. Jamelle Wilson - aye
Dr. Roberson - aye
Mr. Swann – aye

I. Final Review of Proposed Revisions to the Approval Process for Multidivision Online Providers in Virginia

This item was deferred to April Board meeting.

J. First Review of Proposed Temporary Flexibility for Meeting the Sequential Elective Requirement for Virginia Graduates

Dr. Leslie Sale, director of the office of policy, presented this item to the Board on final review.

The *Guidance Document Governing Certain Provisions of the Regulations Establishing the Standards for Accrediting Public Schools in Virginia* (8VAC20-131) is a companion document to the Standards of Accreditation. Dr. Sale stated that the guidance document is referred as SOA Guidance Document. It expands on the requirements set out in the Standards of Accreditation, including how to satisfy certain graduation requirements.

The Sequential Elective requirement requires students to complete at least one course in fine or performing arts or career and technical education, one course in United States and Virginia history, and two sequential elective courses chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses that provides a foundation for further education or training or preparation for employment.

Formerly this requirement was only for the Standard Diploma, however the General Assembly passed legislation that this requirement be offered to all students regardless of the type of diploma. This change, coupled with limited awareness of the SOA guidance document, has resulted in some confusion and inconsistency as to how the sequential elective requirement has been understood and applied at the local level.

There are some existing flexibilities for the sequential elective requirement in the SOA guidance document:

- The two sequential electives may be in any discipline as long as the courses are not specifically required for graduation in the SOA.
- Certain courses may be used to partially satisfy the requirement.

The Superintendent of Public Instruction recently issued a waiver of the sequential elective requirement for those students graduating in 2020-2021 who meet certain conditions, due to COVID's impact on course availability.

Dr. Sale stated the proposed temporary flexibility for students seeking to graduate with a Standard Diploma or an Advanced Studies Diploma in the 2021-2022 or 2022-2023 cohorts, a World Language course used to satisfy the World Language, Fine Arts, or Career and Technical Education requirement for the Standard diploma or the World Language requirement for the Advanced Studies Diploma may be used to partially satisfy the sequential elective requirement, so long as the total number of required credits for the diploma are achieved.

Dr. Sale stated that there are a few other proposed amendments to the document as listed:

- Reincorporates language that a career and technical education course can be used to partially satisfy the sequential elective requirement.
 - This language was inadvertently excluded in the 2019 reorganization of the SOA guidance document because of changes in terminology around “practical arts.”
- Adds a provisions regarding two credit courses, which can be used to meet both credits of the sequential elective requirement so long as the courses are not specifically required for graduation and if course content builds on itself and creates a foundation for further education or training or preparation for employment.

Dr. Sale provided the Board with a sample of the graduation requirements under 8VAC20-131-51, showing the components of Standard Diploma and Advance Studies Diploma. As a result, Dr. Sale feels that students are meeting both the sequential and elective components of the requirement. This provides the foundation of deeper understanding and learning.

The Superintendent of Public Instruction recommended the Board waive first review and approve the Proposed Amendments to Guidance Regarding the Sequential Elective Requirement for Virginia Graduates.

Dr. Durán made a motion to waive first review and approve the Proposed Amendments to Guidance Regarding the Sequential Elective Requirement for Virginia Graduates. The motion was seconded by Dr. Roberson and carried unanimously by Board roll call vote.

Board Roll Call:

Mr. Daniel Gecker - aye
Ms. Pamela Davis-Vaught - aye
Dr. Francisco Durán - aye
Ms. Anne Holton - aye
Dr. Tammy Mann - aye
Dr. Keisha Pexton - aye
Dr. Jamelle Wilson - aye
Dr. Roberson - aye
Mr. Swann – aye

K. First Review of Child Care Regulations Transferring from the Board of Social Services to the Board of Education

Ms. Jenna Conway, chief school readiness officer, presented this item to the Board on first review.

Ms. Conway reported that effective July 1, 2021, the Board is responsible for establishing a unified public-private system for early childhood care and education (ECCE) in the Commonwealth, to be implemented by the Virginia Department of Education (VDOE). Chapters 860 and 861 of the 2020 Acts of the General Assembly require regulations governing the implementation and oversight of ECCE programs to be transferred from the Board of Social Services to the Board of Education. These regulations are to be adopted as written, with minor modifications as needed to be incorporated into the Education administrative code section.

Ms. Conway stated the regulations transferring to VDOE are in three areas:

- 1) Child care licensing and monitoring, which set basic health and safety standards for child care centers and family day homes;
- 2) Child Care Subsidy Program, which provides low-income families who are working or in school with financial assistance for child care; and
- 3) Child Care Scholarship Program, which provides eligible early childhood educators with financial assistance for child development coursework.

The proposed exempt action made the following technical modifications to enable the transition required by law:

- Changed references from Social Services to Education; Commissioner to Superintendent
- Updated *Code* references and descriptions, statutory authority
- Struck text related to adult care and child welfare programs, which remain at DSS
- Struck regulations related to child support enforcement pursuant to § 63.2-1911

The Board's actions to adopt these regulations with such "necessary amendments" are exempt from Article 2 (§ 2.2-4006 et seq.) of Chapter 40 of Title 2.2 of the Code of Virginia

The Board will consider substantive changes after July 1st, in partnership with the new Early Childhood Advisory Committee (ECAC).

Ms. Conway provided a timeline of expectations from the department.

Spring 2021:

- ECAC convened in February
- Prepare for transition of child care regulations (March / April)
- Review proposed uniform measurement and improvement system guidance with ECAC and the Board (April / June)

Summer 2021:

- July 1 will be the official child care transition date
- VDOE becomes CCDF Lead Agency
- VDOE becomes responsible for child care, licensing staff become VDOE employees; VDOE has oversight for Child Care Subsidy Program
- Review of Child Care Subsidy Program regulations with ECAC

Fall 2021:

- Review of child care licensing regulations with ECAC

Winter 2021:

- Bring recommendations on child care regulations to Board

The Superintendent of Public Instruction recommended the Board receive for first review the Child Care Regulations Transferring from the Board of Social Services to the Board of Education (Exempt Action).

Mr. Swann asked if the license staff will be required to renew their license as the same as regular teachers. Ms. Conway explained that license in child care and the regulations to follow is based on the health and safety of the child care site or facility rather than the educator. Child care educators do not have to be licensed in the same way as K12 teachers.

Dr. Roberson stated that the transfer of these regulations would put a significant amount of responsibility on the Board and VDOE. He asked if a citizen advisory board had been created to help. Ms. Conway stated that the new Early Child Care Advisory Committee was created to advise the Board on matters related to early childhood and includes a variety of members from public and private daycares, in home daycares, head start, faith-based, etc.

The Board accepted this item on first review.

L. First Review of Proposed Curriculum Guidelines for Instruction on the Safe Use of and Risks of Abuse of Prescription Drugs

Vanessa Wigand, coordinator for health education, driver education, physical education and family life education, presented this item to the Board on first review.

Ms. Wigand reported that the 2018 General Assembly amended the *Code* to require the Board to develop proposed *Curriculum Guidelines for Instruction on the Safe Use and Risks of Abuse of Prescription Drugs*. The proposed guidelines were developed in collaboration with health educators, substance use prevention specialists, the US Attorney's Office, CASEL, and drug enforcement Special Agents and other passionate stakeholders.

The Virginia Standards of Learning for Health Education serve as the framework for the proposed *Curriculum Guidelines*, and empower students to achieve health knowledge, effective refusal skills, social awareness, and informed decision making skill when it comes to prescription drugs.

The proposed *Guidelines* also emphasize actionable recommendations for strategic planning that optimizes health literacy, empowers teachers, encourages collaborative family and community supports and culturally responsive curriculum that reinforces positive norms that most students do not engage in risky drug use and do not think risky drug use is acceptable.

Students will learn about the science of addiction, how to properly use and dispose of prescription drugs, how to intervene when faced with situations involving drug misuse, and the skills to make healthy, informed decisions that enhance protective factors and reverse or reduce risk factors.

The proposed *Guidelines* also encourage prevention curriculum tailored to address the type of drug abuse problem in the local community, target modifiable risk factors and strengthen identified protective factors by increasing academic and social competence through peer relationships and communication skills, self-efficacy and assertiveness skills, reinforcement of drug resistance and anti-drug attitudes, and a personal commitment against drug abuse. Research shows that each dollar invested in prevention education yields significant savings in the treatment of substance abuse.

The Superintendent of Public Instruction recommended the Board receive for first review the proposed *Curriculum Guidelines for Instruction on the Safe Use and Risks of Abuse of Prescription Drugs*.

Dr. Wilson asked for more clarification on the approval of the guidelines process. Ms. Wigand stated that after first review, the proposed *Guidelines* will go to the Virginia Board of Health for their review and approval, then return to the Board for final review and approval. Any changes or suggestions from the Board of Health will be presented in final review.

The Board accepted this item on first review.

WRITTEN REPORTS

M. Legislative Report: 2021 General Assembly

Dr. Leslie Sale, director, office of policy, provided the Board with a written Legislative Report.

The Board members asked for highlights of the Legislative Report. Ms. Holly Coy, assistant superintendent, policy, equity and communications, provided an overview and summary to the Board.

Ms. Coy reported that this session was virtual and the volume of bills was down compared to regular sessions in previous years.

She shared that many of the discussions at the General Assembly regarding public K12 education revolved around reopening schools and growth assessments to better determine learning loss. There was some legislation related to the reports from the Joint Legislative Audit and Review Committee (JLARC). Additionally, there were several bills related to the Board's prescribed Standards of Quality. Some progress was made around specialized support staff position ratios.

Ms. Coy talked about the two bills HB2027 and SB135, addressing growth assessment in grades three through eight in reading and mathematics. The state will use some of the federal COVID-19 relief funding to assess students at the beginning, middle and end of the school year to better determine potential learning loss. Ms. Holton asked if the bill requires the Board to make changes to school accreditation based off of the growth assessments. Ms. Coy responded that the bill does not specify changes to accreditation but that there are potential implications on how to use this growth assessment within the accreditation model. Dr. Lane shared that these growth assessment will measure growth in third grade which hasn't been done in the past.

Mr. Swann asked if teachers will have the ability to use the growth assessments to drive their instruction, and if so, what is the turnaround time to get the results. Ms. Coy stated that is was the intent of the bill patron to provide feedback to teachers to inform their instructional practices. Ms. Loving-Ryder answered that the current system of reporting will allow for immediate turnaround time and results for teachers. Dr. Lane shared with the Board that the VDOE is designing a data warehousing system and data analytic tool called "laser." Once the reports are available through Pearson, they can be uploaded to the "laser" system and be analyzed at the local level.

N. Written Report on a New Waiver Opportunity from the United States Department of Education to Certain Requirements under the Every Student Succeeds Act of 2015 (ESSA)

Julie Molique, director, office of accountability, provide a written report to the Board on a New Waiver Opportunity from the United States Department of Education to Certain Requirements under the Every Student Succeeds Act of 2015 (ESSA). The report can be viewed at <https://www.doe.virginia.gov/boe/meetings/2021/03-mar/item-n.docx>.

DISCUSSION ON CURRENT ISSUES- by Board of Education Members and Superintendent of Public Instruction

Dr. Pexton, chair of the Special Committee to Review the Standards of Accreditation, shared information about a presentation that was made at the Wednesday special committee meeting. She stated that the committee was pleased to be joined by members of the African American

Superintendent's Advisory Council (AASAC). The council's purpose is to advise, inform and provide professional insight on policy development and accountability for education in Virginia. The special committee received a report and recommendations from Mr. Rashard Wright, Chief of Staff, Newport News Public Schools, Dr. Tameshia Grimes, Superintendent, Nottoway County Public Schools, The Honorable Jim Dyke, Former Virginia Secretary of Education and Myles Hunt, Student School Board Representative, Portsmouth Public Schools. The AASAC provided the committee with a report and recommendations that will help inform the committee's review of the Standards of Accreditation through an equity lens, which were complimentary to the committee's current work. She thanked the committee and AASAC for the robust, thoughtful discussion.

Dr. Wilson echoed the comments and thanks from Dr. Pexton to AASAC. She shared that the recommendations from AASAC were reflective of the work the Board has been doing for several years and were consistent with the comprehensive plan. She thanked staff for the opportunity to hear and learn from the members of AASAC.

Ms. Holton thanked the public for their engagement with the Board in writing public comment. She shared that the Board does read all public comment that is received and that it is appreciated.

Ms. Holton raised a concern regarding the gifted program guidelines in governor schools. She asked, with regards to the public comments received, should the current stage of the *Regulations Governing Educational Services for the Gifted* be pulled back for additional review. Ms. Webb stated that the regulations are currently in the proposed stage of executive branch review and that the Board does have flexibility to withdraw a stage at any time. Mr. Gecker suggested bringing the proposed stage back to the Board for additional review given some of the new concerns that have been raised in public comment. He stated that providing equitable access to gifted education in the younger grades is incredibly important to building a pipeline to governor's schools and gifted education in the older grades. Mr. Gecker shared information about a workgroup created by the Secretary of Education to look at governor's school identification and admissions.

Mr. Gecker expressed his appreciation of AASAC's presentations at the Special Committee to Review Standards of Accreditation. He stated that the work of the Board is moving in the same direction as the work of the council, as outlined in the Board's comprehensive plan. The Board's goal is to have the appropriate educational opportunity for all children in the Commonwealth, regardless of where they're from.

Dr. Lane welcomed Dr. Roberson and Mr. Swann to the Board on behalf of the VDOE.

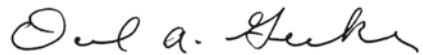
Dr. Lane also thanked the Board for their work and approval on revisions to teacher evaluation. He congratulated the Board of the progress being made in the General Assembly on the Board's prescribed Standards of Quality.

Dr. Lane talked about school reopening. On Monday, which was the governor's deadline for every school to have a plan of reopening, the majority of the divisions have schools that are open

or have a plan to reopen after spring break. He was pleased to announce that over 80% of faculty and staff have been offered vaccines, which continues to help with reopening schools. Dr. Lane has had an incredible experience touring and visiting schools. He thanked teachers and staff for their constant flexibility.

ADJOURNMENT

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting call at 12:37 p.m.

A handwritten signature in cursive script that reads "Daniel Gecker".

Mr. Daniel Gecker, President